

SYEP 2010 WORK READINESS ASSESSMENT

Employee Last Name: _____ Employee First Name: _____
 Supervisor Last Name: _____ Supervisor First Name: _____
 Employer Coordinator* Last Name: _____ Employer Coord. First Name: _____
 Worksite: _____ Host Organization:* _____
 Check one: Initial Evaluation ___ Final Evaluation ___ Date: _____

FOUNDATION SKILL	PERFORMANCE EXPECTATIONS	Performance Improvement Plan Needed (1)	Needs Development (2)	Proficient (3)	Exemplary (4)
See page 4 for more detailed grading descriptions					
ATTENDANCE	Understanding work expectations for attendance and adhering to them. Notifying supervisor in advance in case of absence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PUNCTUALITY	Understanding work expectations for punctuality. Arriving on time for work, taking and returning from breaks on time, and calling supervisor prior to being late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKPLACE APPEARANCE	Dressing appropriately for position and duties. Practicing personal hygiene appropriate for position and duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TAKING INITIATIVE	Participating fully in task or project from initiation to completion. Initiating interaction with supervisor for next task upon completion of previous one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUALITY OF WORK	Giving best effort, evaluating own work, and utilizing feedback to improve work performance. Striving to meet quality standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNICATION SKILLS	Speaking clearly and communicating effectively – verbally and non-verbally. Listening attentively. Using language appropriate for work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPONSE TO SUPERVISION	Accepting direction, feedback, and constructive criticism with positive attitude and using information to improve work performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TEAMWORK	Relating positively with co-workers. Working productively with individuals and teams. Respecting diversity in race, gender, and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROBLEM-SOLVING/ CRITICAL-THINKING	Exercising sound reasoning and analytical thinking. Using knowledge and information from job to solve workplace problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKPLACE CULTURE POLICY AND SAFETY	Demonstrating understanding of workplace culture and policy. Complying with health and safety rules. Exhibiting integrity and honesty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TOTAL SCORE _____ (add the four box scores to the right)	# checked X 1 Total: _____	# checked X 2 Total: _____	# checked X 3 Total: _____	# checked X 4 Total: _____
	AVERAGE SCORE _____ (total score divided by 10)				
	For Final Evaluation Only Employee had satisfactory work performance and has met Work Readiness Skill Attainment (see details in Instructions below): select one ___ Yes ___ No				

NEXT STEPS

When SYEP concludes, youth employee expects to (select one):

- | | |
|---|---|
| ___ return to high school | ___ enter or return to post-secondary education |
| ___ enter full-time job youth has already secured | ___ enter or return to an education or training program |
| ___ seek full-time employment | ___ not sure |
| ___ other | |

Comments/Goals: _____

(add sheets as needed)

Supervisor Signature: _____

* terms defined in SYEP Supervisor Manual

INSTRUCTIONS FOR IMPLEMENTING WORK READINESS ASSESSMENT

• **ASSESSMENT TIME LINE**

• **Week One (week of 6/28): Review the tool with youth**

- Depending on the number of youth at a worksite and the employer's discretion, this can be done as part of an employer-led group orientation or individually with each youth employee. At the conclusion, each youth should have a clear understanding of their job description and expectations, what work readiness skills they will be measured on, and when they will be measured.
- Supervisors do not need to complete the tool at this point.

• **Week Two (week of 7/5): Initial assessment of youth skills**

- In week two, supervisors should work with youth to complete the assessment, and then submit it to DOES.
- This initial evaluation serves as a helpful diagnostic and developmental tool, enabling supervisors to check-in with youth at an early date in the program on their performance and skill development. Supervisors can offer youth constructive feedback; formally recognize positive work performances; and address small issues before they become larger ones. For participants experiencing challenges, particularly those receiving a "1" in any category, supervisors can work with them to devise a plan for improvement. Supervisors may want to consider having youth first assess their own performance and use any gaps in assessments to promote positive communication.

• **Week Six (week of 8/2): Final assessment of youth skills**

- In week six, supervisors should work with youth to complete the assessment based on the youth's performance since the initial assessment, and then submit it to DOES.
- This serves as the final supervisor evaluation of youth work readiness skills. It offers youth an assessment of their skills demonstrated on the worksite during SYEP, including areas of strength and areas to improve for future work experiences. It also enables DOES to document the work readiness skills of youth employees in SYEP, helping the agency inform the development of future year-round and summer training and work experiences for youth. Youth participants should receive a copy of the assessment for their records.

• **SUBMITTING THE ASSESSMENT**

- Preferred method: Online. Supervisors may complete and submit the assessment online, at summerjobs.dc.gov.
- Other method: via the Employer Coordinator.* If the supervisor does not have access to the internet, the supervisor may complete a hard copy of the assessment and provide it to the Employer Coordinator, the person coordinating SYEP at the worksite's Host Organization.* The Coordinator will then submit the assessment to the Coordinator's SYEP Program Sector Liaison* at DOES. **terms further defined in the SYEP Supervisor Manual*

Instructions continued next page

- **ASSESSMENT GRADING SCALE**

- See the next page of this document for a grading scale, provided for supervisor convenience.

- **MEETING WORK READINESS SKILL ATTAINMENT**

- On the final evaluation, supervisors will indicate whether or not the youth employee met work readiness skill attainment. To meet work readiness skill attainment:
 - (1) employee must have an overall average score that is “proficient” (3.0) or employee must meet “proficient” standard in 80% of the total categories listed.
 - In other words, since there are 10 skill categories, employee must have a minimum score of 30 (3 x 10) out of a possible 40 or be proficient in at least 8 of the 10 categories.
 - (2) employee’s performance on job must have been satisfactory.
 - (3) employee must not have been fired from this work experience.
 - Please note that there is no penalty or consequence for any young person who does not meet the work readiness skill attainment. The purpose of this work readiness assessment is to provide the youth employee with an appraisal of his or her current skill level and capacity for growth and development; offer a communication tool for supervisors and youth related to worksite expectations and skills; and to help DOES shape its future job training and employment programs.

- **QUESTIONS**

- If questions arise while the supervisor uses the work readiness assessment, the supervisor should contact the Employer Coordinator,* the person coordinating SYEP at the worksite’s Host Organization.* The Employer Coordinator will connect the supervisor to the appropriate DOES staff person for assistance. **terms further defined in the SYEP Supervisor Manual*

See next page for Work Readiness Assessment Grading Scale

WORK READINESS ASSESSMENT GRADING SCALE

ATTENDANCE

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Excessive absences consistently impact work performance. Additional training is needed.	Below 90% attendance, but participant seeks out opportunities to make up missed work.	Maintains 90% attendance and notifies supervisor ahead of time prior to absence.	100% attendance or missed one day with valid reason that did not occur during first two weeks.

PUNCTUALITY

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Excessive lateness consistently impacts work performance. Additional training is needed.	Inconsistent in arriving to work, returning from breaks on time, and calling supervisor prior to lateness.	Arrives to work & returns from breaks on time with rare exception. If late, calls supervisor ahead of time.	Perfect or near perfect in arriving for work and returning from breaks on time. Model for other workers.

WORKPLACE APPEARANCE

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not yet demonstrated appropriate appearance and/or personal hygiene for position and duties.	Inconsistent in demonstrating appropriate appearance and/or personal hygiene for workplace.	Dresses appropriately and practices hygiene for position and duties with rare exception.	Consistent display of professional appearance and hygiene serves as a model for other workers.

TAKING INITIATIVE

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Reluctant to begin tasks without significant staff intervention. Needs frequent reminders. Additional training may be needed.	Inconsistently begins or remains on task. Needs occasional prompting. Often satisfied with bare minimum performance.	Begins and remains on task until completion with rare exception. Can work independently. Initiates interaction for next task.	Consistently begins/remains on task until completion, and initiates interaction for next task. Can work independently, and leads others.

QUALITY OF WORK

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not yet given best effort. Rarely evaluates work and utilizes feedback. Completes work inconsistently. Additional training may be needed.	Uneven work quality. Sometimes evaluates own work and utilizes feedback, but inconsistent in meeting quality standards.	Quality of work meets expectations. Evaluates own work, and utilizes employer feedback to improve performance.	Quality of work often exceeds expectations. Consistently gives best effort. Evaluates own work and utilizes employer feedback.

COMMUNICATION SKILLS

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Seldom speaks clearly or listens attentively. Repeatedly uses inappropriate language for the workplace. May need additional training and support.	Inconsistent in communicating in manner and language appropriate for workplace. Inconsistent in effort to speak clearly or listen attentively.	Demonstrates positive oral and non-verbal communication with rare exception. Listens attentively and uses language appropriate for workplace.	Consistently demonstrates positive oral/non-verbal communication skills. Speaks clearly and listens attentively, Can effectively present to a group if needed.

RESPONSE TO SUPERVISION

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Reluctant to accept feedback and constructive criticism from supervisor. Responds with poor verbal or non-verbal communication. Additional training may be necessary.	Inconsistent in accepting direction, feedback, and constructive criticism from supervisor. Shows potential for improvement.	Accepts direction and constructive criticism with positive attitude with rare exception. Uses feedback to improve work performance.	Consistently accepts direction and constructive criticism with positive attitude. Uses feedback to improve work performance, and provides new and useful ideas to employer.

TEAMWORK

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not yet demonstrated appropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts. Additional training may be necessary.	Inconsistent in promoting positive group behaviors amongst coworkers, and in contributing to group efforts. Shows potential for improvement.	Works well with co-workers, is respectful, and contributes to group efforts with rare exception. Respects diversity within the workplace.	Consistently facilitates positive group dynamics. Demonstrates leadership that plays a significant role in success of group efforts. Promotes larger group unity.

PROBLEM-SOLVING/CRITICAL THINKING

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Makes little or no effort to use knowledge learned from the job to solve workplace problems.	Inconsistent in using sound reasoning to solve work problems. Shows potential for improvement.	Uses sound reasoning, and job knowledge to solve workplace problems. Shows initiative in improving skills.	Consistently applies sound reasoning to solve work problems. Identifies potential problems before they can occur.

WORKPLACE CULTURE, POLICY AND SAFETY

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not demonstrated understanding of workplace policies/ethics. Has not completed applicable training on workplace .	Inconsistent in demonstrating understanding of workplace culture, policies, and safety rules.	Demonstrates understanding of workplace policies. Completed safety training if applicable, and adheres to rules. Exhibits honesty and integrity.	Shows clear understanding of work policies and safety rules. Exhibits honesty and integrity. Has completed applicable safety trainings and has led coworkers.